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ABSTRACT

This document presents the results of a survey of women faculty at the University of Maryland, College Park, in which they were to (1) indicate the most critical problems facing women at the university; and (2) provide facts that illustrate a specific pattern of discrimination or specific problems observed or experienced at the university. The women faculty considered the crucial issues in descending order to be: (1) unequal pay for equal work when qualifications are equivalent (64%); (2) practices in promotion (61%); (3) unequal opportunities for advancement (61%); (4) practices in recruiting and hiring (46%); and (5) nonwritten practices that are discriminatory (43%). Statements on actual discriminatory practices are included in the report. (HS)

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# BELIEFS OF WOMEN FACULTY ABOUT DISCRIMINATION

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HEW 4085

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Introduction

An issue of concern to women faculty is the alleged critical problems confronting female faculty on the College Park Campus of the University of Maryland, a 3,450 acre campus in Prince George's County located in close proximity to Washington D.C. This campus numbers about 35,000 students including about 9,000 graduate students. Because of the size, there is relatively little contact among women faculty. It is improbable that they are familiar with the problems and concerns of other women faculty; hence, an opportunity for women to reach a consensus through the technique of participating in a survey appears to be one way of determining collective thought. The purpose of this study, to identify and elaborate upon the obstacles felt to be encountered by women teaching faculty, was supported by the American Association of University Professors, College Park Chapter, spring, 1973.

In 1970-71, of the fifty-two departments at the University of Maryland, thirty-nine departments had no women holding the rank of professor, and 15 departments had no women faculty. For the same year the physical education department had five male professors and no female professors and six male associate professors and two female associate professors although almost half of the students in the service program were female. These are typical examples of the absence of women from the upper ranks which suggested the need for the survey.

There are numerous laws and regulations designed to prevent sex discrimination in educational institutions: the Executive Order 11246 as amended by Executive Order 11375, Title VII of the Civil Rights Act

of 1964 as amended by the Equal Employment Opportunity Act of 1972; the Equal Pay Act of 1963 as amended by the Education Amendments of the 1972 Higher Education Act; Title IX of the Higher Education Act of 1972, and Title VII (section 799) and Title VIII (section 845) of the Public Health Service Act. Women have the advantage of having the law on their side to correct discriminatory practice that can be proven to occur. Realization that it does occur is the first step towards understanding that corrective legal action can be taken.

Method

The questionnaires were mailed to a mix of 700 teaching and non-teaching female staff employed by the University of Maryland, College Park. A list of sexual teaching position was secured by counting a print out of female employees of the University. Only persons holding titles of professor, associate professor, assistant professor, instructor, and lecturer were polled. Questionnaires received from nonteaching posts were not tabulated. The results were anonymous but the information of rank was given on the questionnaire. The survey was supported and financed by the American Association of University Professors, Campus Chapter, Status of Women Committee. One hundred and twenty-one out of a possible 265 respondents participated. The mail-out date was January 11, 1973 and the cut-off date was January 21, 1973; thus, the time span covered a period of twenty days. The returns came in voluntarily and no reminder was sent to women faculty to urge them to complete and return the questionnaire.

The survey consisted of two parts. The first part of the attitude survey asked the question: "Please indicate most critical problem areas

for women faculty." Seventeen items were listed and an additional space was provided for the respondent to add an item if she so desired, making a total of eighteen items. Respondents could indicate whether they felt the item to be "very important," important," or "not so important." Items not answered were also tabulated. The position title was used to group the replies to determine the opinion of professors, associate professors, assistant professors, instructors and lecturers, and the total of all of these.

The second part of the survey asked the question: "Would you provide facts that illustrate a specific pattern of discrimination or specific problems you have observed or experienced on a separate page under the appropriate title." Since these answers were highly personal, remarks were edited and paraphrased to assure the privacy of the respondent. Documentation of specific case histories of alleged discrimination was not included because the person could be identified by unique aspects of the case. The answers were assimilated and placed under an appropriate heading.

Findings to the first question

WOMEN FACULTY

The women faculty, representing a 45.6 percent of the return considered the crucial issues in descending order to be:

| % | |
|---|---|
| 64 | Unequal pay for equal work when qualifications are equivalent |
| 61 | Practices in promotion |
| 61 | Unequal opportunities for advancement |

| | |
|---|---|
| 46 | Practices in recruiting and hiring |
| 43 | Nonwritten practices that are discriminatory |

PROFESSORS

The women professors, representing 37.5 percent of the returns, considered the crucial issues in descending order to be:

| % | |
|---|---|
| 88 | Unequal pay for equal work when qualifications are equivalent |
| 66 | Unequal opportunities for advancement |
| 55 | Practices in recruiting and hiring |
| 55 | Practices in promotion |
| 55 | Derogatory remarks and attitudes toward females |

ASSOCIATE PROFESSORS

The women associate professors, representing 73.1 percent of the returns, considered the crucial issues in descending order to be:

| % | |
|---|---|
| 63 | Unequal pay for equal work when qualifications are equivalent |
| 60 | Unequal opportunities for advancement |
| 56 | Practices in promotion |
| 50 | Nonwritten policies that are discriminatory |
| 40 | Practices in recruiting and hiring |
| 40 | Opportunities for formulation of departmental policy, committee service, etc. |

ASSISTANT PROFESSORS

The women assistant professors, representing 56.5 percent of the

returns, considered the crucial issues in descending order to be:

| % | |
|---|---|
| 69 | Practices in promotion |
| 66 | Unequal opportunities for advancement |
| 64 | Unequal pay for equal work when qualifications are equivalent |
| 61 | Practices in granting tenure |
| 48 | Practices in recruiting and hiring |

INSTRUCTORS

The women instructors, representing 27.0* percent returns, considered the crucial issues in descending order to be:

| % | |
|---|---|
| 60 | Unequal pay for equal work when qualifications are equivalent |
| 60 | Practices in promotion |
| 60 | Unequal opportunities for advancement |
| 46 | Practices in recruiting and hiring |
| 40 | Practices in granting tenure |

* The 27.0 percent is low. This group numbers 44 part time personnel and or women not holding the doctorate degree. These factors might explain a lack of interest in completing the survey.

LECTURERS

The women lecturers, representing 63.5 percent returns, considered the crucial issues in descending order to be:

| % | |
|---|---|
| 61 | Unequal pay for equal work when qualifications are equivalent |

| | |
|---|---|
| 61 | Practices in promotion |
| 53 | Unequal opportunities for advancement |
| 53 | Nonwritten policies that are discriminatory |
| 53 | Opportunities for formulation of departmental policy, committee service, etc. |

Discussion of answers to the first question

There is wide-spread belief among women faculty that discrimination towards women faculty has occurred and is still occurring. This is reflected by a 45.6 percent return of the questionnaires: 37.5 percent of the professors responded, 71.1 percent of the associate professors responded, 56.5 percent of the assistant professors responded, 27 percent of the instructors and 65.5 percent of the lecturers responded.

"Unequal pay for equal work when qualifications are equivalent" is the item that is given top priority by women faculty by 64 percent. "Practices in promotion" and "Unequal opportunities for advancement" tie for second with 61 percent. The 'practices in promotion" item implies that bias and prejudice can function in the process of selecting those persons to be promoted. Reasons women tend to suspect the system used to screen, select and promote are speculative but secrecy surrounding the process, lack of thorough review of the vitae, unwritten policies that tend to promote a man because he is married and has children to support, favoritism towards male buddies are all potential reasons. The second issue, "unequal opportunities for advancement," implies that women are not as frequently given the opportunities to field the kinds of problems that carry greater prestige. An implication would be that the opportunity to perform at a higher level is denied. Women may be

locked in teaching large, lower level classes. It appears that frequently the department head may not know of the professional contributions of women because he tends to make close friends with his male cohorts to the exclusion of women.

Concern expressed over "practices in recruiting and hiring" suggests that women perceive that preference is given the male applicant ahead of the equally qualified female candidate. Women perceive a problem to be that, in the screening and selection process, they are not given opportunities equal to those extended males.

"Non-written policies that are discriminatory," following with 43 percent, are an issue of concern. Some females have had experiences which cause them to believe that some males do not treat them as equal. It appears that many males tend to see women as members of a group first and as individuals second, whereas men tend to view their male peers by their individual characteristics. Derogatory remarks that are made towards women in general are very possibly more noticeably realized by women than by men. Prevailing ideas that the woman's first responsibility is motherhood and that a career is of secondary importance may create biased judgment with which the female has to cope. The attitude that any male is dominant to any female tends to make the way up the ladder of success more difficult for women. If any female is regarded as inferior to any male, it tends to lock the female into a subservient position.

The response from all women professors was 37.5 percent of the total number of professors employed. These are women who have made it through the system to full rank and could not feel the issue of promotion as

keenly as those in the associate professor rank. Seventy-three percent of persons in the associate professor rank responded to the survey. This is the group that appears to be against the alleged wall of prejudice that hinders their advancement. However, 56.5 percent of the assistant professors responded, so they too are probably beginning to maintain doubts that the system allows them to advance as easily as their male peers. The group least interested in answering the questionnaire was the instructors. Only 27 percent of women in this position responded. Several reasons could explain this. It is true that 44 of the 111 instructors are part time. They may be placing their main emphasis on securing a doctorate or they may be involved with rearing young children. Some of these persons may not expect to earn a doctorate and therefore know that career advancement is limited. Their goals at this period of their life may be other than solely their career. It would seem this is so by the lack of interest they portrayed in the survey. As a group, apparently they do not consider the situation particularly important to them. It was from the group of instructors that four persons stated that they have observed no discrimination. It is also probable that persons in this group have not been teaching long enough to experience the frustrations that the professors, associate professors and assistant professors are experiencing. Since the instructors have been successful in progressing through graduate school, they expect the pattern of success to continue. It takes a while to become aware of the barriers to advancement.

The last group of respondents were the lecturers; returns from 6

percent of these women indicate some degree of concern. The position of lecturer is considered to be less important than the professorial rank, and yet many of these women have a doctorate. Many of them are married, so it seems that they may be highly qualified women who are in the bind of being limited to this geographical location by the position of their husbands. As a group, these women do not have the advantage of being able to move and go where they can find the best position. Hence, this may be a group of talented persons who are doubtless underpaid. Many of them are part-time and are not eligible for tenure.

The intensity with which persons believe that alleged discrimination exists is reflected by the fact that 68 percent of the professors feel a crucial problem to be "unequal pay for equal work when qualifications are equivalent." These are the women who may be making considerably less money than their male peers also holding the position of professor No other group feels this concern with such intensity.

The associate professors felt that "unequal pay for equal work" is important, since 63 percent responded to this item as being very important, but 60 percent perceive "unequal opportunities for advancement" almost as important. This group would be viewing their male peers promoted when theythemselves are not promoted.

The assistant professors placed "practices in promotion" the priority item, as indicated by 69 percent. They indicate unequal opportunities for advancement as being next in importance. Of less importance than the other two items is "unequal pay for equal work." They also

consider "practices in granting tenure" as being of vital importance, since 61 percent indicated this to be an issue.

Only 27 percent of the instructor group returned the questionnaires. This group probably has other goals at the present time. But those that did answer could be persons who have serious career aspirations, and they perceive "unequal pay," "practices in promotion" and "unequal opportunities for advancement" to be of equal importance, since they rated all three the same at 60 percent.

The lecturers as a group see "unequal pay" and "practices in promotion" of equal importance, since 61 percent designated these two items. They are unique as a group because they rate the same importance of 53 percent to three other items, 'unequal opportunities for advancement," "non-written policies that are discriminatory," and "opportunities for formulation of departmental policy, committee service, etc."

Findings in answer to the second question

The second part of the survey asked for persons to give statements about the subject of discrimination.

> 2. "Would you provide facts that illustrate a specific pattern of discrimination or specific problem you have observed or experienced on a separate page under the appropriate title?'

RESPONSES

Unequal pay for equal work when qualification are equivalent.

"Department heads justify paying men more saying they have to do so to get the man they want. Men ask for and get higher starting salaries."

"The salary of the female professor is below the salary of her male peer."

"A well known female professor will be paid the same as a lesser known male associate professor."

"Male counter parts are paid $3,000 to $5,000 more for the same work responsibilities."

Day care centers.

"A good day care center enables married faculty women to utilize their training. The choice of career and home is no longer an either/or choice."

Practices in recruiting and hiring.

"Although females are accepted in graduate school, there seems to be a reluctance to hire them in the labor market. Women are encouraged to develop their talent and abilities and then they find difficulty in reaching their full potential in the academic world."

"Practices that discriminate against women are hard to document because they are hidden behind other reasons than sex. Some departments are very fair, others are not."

"Problems, when they occur, are caused by individual men and not by men as a category."

"Secrecy in making these decisions is common practice and abuses can be a natural result."

Unequal opportunities for advancement.

"Women tend not to be considered for leadership roles beyond the department level."

"In the electoral process, men tend to be elected rather than women."

Monitoring officer outside of department to check university compliance with federal laws.

"Low ranking personnel are ineffective as EEEO representatives because they are non-tenured and cannot act against the employer. It would be helpful if legal advice were available for women on campus."

"Monitoring should come from outside the university."

Grievance procedures established at the divisional level.

"Both men and women need effective grievance procedures."

"Protest seems to be wasted effort and hurts one's chances for future promotion."

Non-written policies that are discriminatory.

"Female teachers are treated as graduate assistants rather than professional peers."

"Maternity policy is unstated and decided differently in each department."

"Females are asked to carry out tasks that a male counterpart would not be asked to do. Females are not provided the same services, office facilities, etc."

"Non-written policies that are discriminatory are most likely not deliberate or malicious in nature but are the result of cultural conditioning. The female is expected to be patient, easy going and grateful. This creates a poor psychological environment for the female faculty member. It is increasingly difficult for her to perform on a high level when she is treated less than equal. The ensuing frustration often results in increasing resentment. When a person is not recognized and rewarded for meritorious performance, motivation and personal involvement tend to decrease which effects output and quality of performance."

Right to tenure for part time faculty.

"More women tend to be part time than men, hence, more women are affected adversely by this situation than men."

"Men get together for coffee, recreation or lunch and share ideas and decide issues. This is where the decision making process takes place."

Opportunities for formulation of departmental policy, committee service, etc.

"Men tend not to vote for women for membership on important policy making committees."

Problem of geographical limitation for married women.

"In a husband and wife team, frequently the couple go where the man has his best offer. A married woman has to wait for an appropriate opening in her field and does not have the bargaining power, once employed, to leave."

"Employers will take advantage of the situation. The woman may only be offered part time employment, a lower salary than her credentials deserve, etc."

Derogatory remarks and attitudes toward females.

"Women's problems and irritations are brushed aside as being due to sex need or menopause."

"At many professional conferences the jokes degrade women."

Other

"The university has been slow in legalizing the affirmative action plan."

"Many extra duties are included in the teacher's job such as advising, committee work or running the program. Women seem to be more conscientious about attending to these tasks which leaves them little time to pursue their professional expertise."

"I have been on the faculty a year and I have observed no evidence of discrimination."

(Several complaints were stressed as being problems for both men and women.) Common problems are centered around: promotion practices, fringe benefits low, low base pay, lack of adequate grievance procedures and lack of tenure for part time teachers.

*****

* These statements are observations made by individual respondents expressing an attitude toward alleged discrimination. Remarks were edited and paraphrased to assure the privacy of the respondent. Documentation of specific case histories of alleged discrimination was not included because the person could be identified by unique aspects of the case.

Discussion of answers to the second question

It seems pertinent that many of the respondents reflect a belief that discriminatory action, although it occurs, is not deliberate or malicious in nature but the result of cultural conditioning as to the male's identity. Even so this creates a poor psychological environment for qualified female faculty members and it becomes increasingly difficult for them to perform on a high level or without a sense of frustration when they are treated less than equally, as overtly expressed in remmneration and opportunities for promotion.

Answers indicate mistrust of the system in that women receive lower salaries for the same or superior job performance and that they are denied equal opportunity for promotion. Although women are accepted into

graduate school, once out in the labor market with their degrees, they find difficulty in reaching their full potential in the academic world. Such practices as secrecy about decision-making processes and the men's habit of conducting the decision-making processes in areas from which the female is excluded, such as during informal associations, hinders the full professional participation of women.

The observation was made that EEEO officers may have little effectiveness since some of them are non-tenured persons and cannot act against the employer or they are appointed by the department head and have little interest in "boat-rocking." Even the Human Relations Office could be subject to internal pressure. The suggestion that some monitoring process should function from outside the university is therefore significant.

It appears that too many administrators regard women as a cheap but efficient labor supply. They will ask a female to carry out tasks that a male counterpart would not be asked to do. Women are found in larger numbers in the part-time, non-tenured teaching positions. A married woman who is a well qualified professional but is geographically stranded because her husband is employed in the same locale may be offered a lower salary than her credentials should demand. Administrators may ignore the fact that women seem to be more conscientious about attending to tasks that are thankless but need to be done and give the prestige positions that count towards advancement to males. The galling factor is that many administrators appear completely insensitive to the facts that indicate that corrective action is overdue. Their actions reflect the attitude that the subject of discrimination is unimportant.

It appears that many women feel that men as a category are not discriminatory but that to discriminate towards women is an individual characteristic. If a man who does discriminate also holds the position of department head, dean or provost, discriminatory actions towards women may go unchecked under his domain. Alleged discrimination seems to exist in varying degrees from one department to another. Some respondents stated specifically that they did not believe that their department discriminated but observed that some others did. It appears clear that practices exist that are grossly discriminatory on the basis of sex but that they are hard to prove because they are hidden behind other reasons than sex.

Conclusions

Women have had little opportunity to compare their experiences and share views. They tend to be isolated in departments away from other women and to feel alone in their frustrations. They have appeared to feel their difficulty was individual rather than what in reality is a collective group of women's problems in higher education. Once they realize that they are part of a group that is experiencing the same recurrent problems, women will doubtless be more aggressive in demanding equal pay for equal work, equal opportunities for promotion, and equal opportunities to participate in policy making.

Indications of female concern over the failure to attain their aspirations are prevalent, but the deep extent of dissatisfication does not seem to be readily apparent to the male chain of command. Male administrators appear to tend to take for granted the continued compliance

of the female to be more dedicated and receive fewer rewards.

In the future, when women confront department heads who are insensitive to the problems women professionals face, it is likely that more and more women will turn to legal means to insure just treatment. Ombudsmen, the Human Relations Office, the Department of Health, Education and Welfare, or the Office of Civil Rights may be sought for active support to achieve greater equity. It is unlikely that women will be as passive as they have been in the past. Their aspirations will be considerably higher and probably they will expect the same salary and opportunities for advancement as their male peers.

SURVEY REPORT

UNIVERSITY OF MARYLAND CHAPTER

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

COLLEGE PARK, MARYLAND

February 10, 1973

PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

RESULTS

| | Very Important | Important | Not so Important | Did Not Answer | Not Long Enough To Observe | Observed No Discrimination | |
|---|---|---|---|---|---|---|---|
| | 17 | 38 | 22 | 39 | 1 | 4 | discriminatory fringe benefits |
| * | 78 | 17 | 5 | 16 | 1 | 4 | unequal pay for equal work when qualifications are equivalent |
| | 28 | 35 | 27 | 26 | 1 | 4 | day care centers |
| * | 56 | 30 | 7 | 23 | 1 | 4 | practices in recruiting and hiring |
| * | 75 | 17 | 5 | 19 | 1 | 4 | practices in promotion |
| * | 55 | 27 | 8 | 26 | 1 | 4 | practices in granting tenure |
| * | 75 | 17 | 8 | 16 | 1 | 4 | unequal opportunities for advancement |
| | 21 | 45 | 20 | 30 | 1 | 4 | monitoring officer outside of department to check university compliance with federal laws |
| | 28 | 38 | 16 | 34 | 1 | 4 | grievance procedures established at divisional level |
| * | 53 | 29 | 8 | 26 | 1 | 4 | non written policies that are discriminatory |
| | 22 | 32 | 31 | 31 | 1 | 4 | graduate admissions for females |
| | 21 | 35 | 33 | 27 | 1 | 4 | right to tenure for part time faculty |
| | 29 | 31 | 25 | 31 | 1 | 4 | cronyism, buddy system |
| | 34 | 38 | 22 | 22 | 1 | 4 | opportunities for formulation of departmental policy, committee service, etc. |
| | 24 | 42 | 30 | 20 | 1 | 4 | problem of geographic limitation for married women |
| | 29 | 36 | 30 | 21 | 1 | 4 | derogatory remarks and attitudes toward females |
| | 17 | 33 | 29 | 37 | 1 | 4 | graduate fellowship policies |
| | 3 | 2 | 0 | 116 | 0 | 0 | other |
| | 665 | 542 | 326 | 560 | 17 | 68 | |

FEMALE RESPONDENTS

| | | |
|---|---|---|
| 9 respondent professors out of | 24 positions | = 37.5 % |
| 30 respondent associate professors out of | 41 positions | = 73.1 % |
| 39 respondent assistant professors out of | 67 positions | = 58.5 % |
| 30 respondent instructors out of | 111 positions | = 27.0 % |
| 13 respondent lecturers out of | 20 positions | = 65.0 % |
| 121 respondents out of | 265 positions | = 45.6 % |

Mail out date, January 11, 1973: cut off date January 31, 1973.
Number of job positions provided by the Human Relations Office.

PROFESSOR
9 respondents

PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

| Very Important | Important | Not so Important | | Did not answer |
|---|---|---|---|---|
| (2) | (4) | (0) | discriminatory fringe benefits | 3 |
| (8) | (1) | (0) | unequal pay for equal work when qualifications are equivalent | 0 |
| (0) | (4) | (4) | day care centers | 1 |
| (5) | (2) | (1) | practices in recruiting and hiring | 1 |
| (5) | (1) | (2) | practices in promotion | 1 |
| (2) | (3) | (2) | practices in granting tenure | 2 |
| (6) | (1) | (1) | unequal opportunities for advancement | 1 |
| (2) | (5) | (2) | monitoring officer outside of department to check university compliance with federal laws | 0 |
| (2) | (4) | (2) | grievance procedures established at divisional level | 1 |
| (3) | (2) | (2) | non written policies that are discriminatory | 2 |
| (2) | (4) | (3) | graduate admissions for females | 0 |
| (2) | (4) | (3) | right to tenure for part time faculty | 0 |
| (2) | (5) | (1) | cronyism, buddy system | 1 |
| (2) | (5) | (1) | opportunities for formulation of departmental policy, committee service, etc. | 1 |
| (1) | (4) | (3) | problem of geographic limitation for married women | 1 |
| (5) | (2) | (2) | derogatory remarks and attitudes toward females | 0 |
| (2) | (4) | (1) | graduate fellowship policies | 2 |
| (0) | (0) | (0) | other | 9 |
| 51 | 55 | 30 | | 26 |

9 respondent professors out of 24 positions = 37.5 %

ASSOCIATE PROFESSOR
30 respondents

PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

| Very Important | Important | Not so Important | | Did not answer. | Not long enough to observe | Observed no discrimination |
|---|---|---|---|---|---|---|
| (5) | (6) | (6) | discriminatory fringe benefits | 11 | 1 | 1 |
| (19) | (4) | (2) | unequal pay for equal work when qualifications are | 3 | 1 | nt1 |
| (5) | (9) | (6) | day care centers | 8 | 1 | 1 |
| (12) | (6) | (3) | practices in recruiting and hiring | 7 | 1 | 1 |
| (17) | (4) | (1) | practices in promotion | 6 | 1 | 1 |
| (11) | (6) | (3) | practices in granting tenure | 8 | 1 | 1 |
| (18) | (6) | (2) | unequal opportunities for advancement | 2 | 1 | 1 |
| (6) | (9) | (4) | monitoring officer outside of department to check up ve<br>compliance with federal laws | 0 | 1 y | 1 |
| (8) | (9) | (1) | grievance procedures established at divisional level | 0 | 1 | 1 |
| (15) | (6) | (1) | non written policies that are discriminatory | 6 | 1 | 1 |
| (4) | (10) | (5) | graduate admissions for females | 9 | 1 | 1 |
| (1) | (10) | (9) | right to tenure for part time faculty | 8 | 1 | 1 |
| (8) | (10) | (3) | cronyism, buddy system | 7 | 1 | 1 |
| (12) | (5) | (3) | opportunities for formulation of departmental policy<br>committee service, etc | 8 | 1 | 1 |
| (4) | (7) | (7) | problem of geographic limitation for married women | 10 | 1 | 1 |
| (9) | (10) | (4) | derogatory remarks and attitudes toward females | 5 | 1 | 1 |
| (3) | (11) | (5) | graduate fellowship policies | 9 | 1 | 1 |
| (1) | (2) | (0) | other | 27 | 0 | 0 |
| 158 | 130 | 65 | | 153 | 17 | 17 |

30 respondent associate professors out of 41 positions = 73.1 %

ASSISTANT PROFESSOR
39 respondents

PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

| Very Important | Important | Not so Important | | Did not answer |
|---|---|---|---|---|
| ( 5) | (13) | (12) | discriminatory fringe benefits | 9 |
| (25) | ( 7) | ( 2) | unequal pay for equal work when qualifications are equivalent | 5 |
| (10) | (11) | (10) | day care centers | 8 |
| (19) | (11) | ( 2) | practices in recruiting and hiring | 7 |
| (27) | ( 6) | ( 2) | practices in promotion | 4 |
| (24) | ( 8) | ( 3) | practices in granting tenure | 4 |
| (26) | ( 5) | ( 4) | unequal opportunities for advancement | 4 |
| ( 8) | (16) | ( 6) | monitoring officer outside of department to check university compliance with federal laws | 9 |
| ( 9) | (14) | ( 7) | grievance procedures established at divisional level | 19 |
| (18) | (13) | ( 3) | non written policies that are discriminatory | 5 |
| ( 7) | (10) | (14) | graduate admissions for females | 8 |
| ( 7) | ( 7) | (16) | right to tenure for part time faculty | 9 |
| ( 9) | ( 9) | (11) | cronyism, buddy system | 10 |
| ( 9) | (18) | (11) | opportunities for formulation of departmental policy, committee service, etc | 0 |
| ( 9) | (19) | (11) | problem of geographic limitation for married women | 0 |
| ( 6) | (13) | (15) | derogatory remarks and attitudes toward females | 5 |
| ( 5) | (10) | (15) | graduate fellowship policies | 9 |
| ( 2) | ( 0) | ( 0) | other | 37 |
| 225 | 190 | 144 | | 143 |

39 respondent assistant professors out of 67 positions = 56.5 %

INSTRUCTOR
30 respondents

PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

| Very Important | Important | Not so Important | | Did not answer | Observed no discrimination |
|---|---|---|---|---|---|
| ( 3) | ( 12 | ( 2) | discriminatory fringe benefits | 10 | 3 |
| (18) | ( 4 | ( 0) | unequal pay for equal work when qualifications are equivalent | 5 | 3 |
| ( 8) | ( 7 | ( 5) | day care centers | 7 | 3 |
| (14) | ( 7) | ( 1) | practices in recruiting and hiring | 5 | 3 |
| (18) | ( 4) | ( 0) | practices in promotion. | 5 | 3 |
| (12) | ( 8) | ( 0) | practices in granting tenure | 7 | 3 |
| (18) | ( 4) | ( 0) | unequal opportunities for advancement | 5 | 3 |
| ( 3) | (12) | ( 5) | monitoring officer outside of department to check university compliance with federal laws | 7 | 3 |
| ( 6) | ( 9) | ( 4) | grievance procedures established at divisional level | 8 | 3 |
| (10) | ( 7) | ( 2) | non written policies that are discriminatory | 8 | 3 |
| ( 6) | ( 4) | ( 7) | graduate admissions for females | 10 | 3 |
| ( 6) | ( 9) | ( 4) | right to tenure for part time faculty | 8 | 3 |
| ( 4 | ( 5) | ( 7) | cronyism, buddy system | 11 | 3 |
| ( 4 | ( 9) | ( 5) | opportunities for formulation of departmental policy, committee service, etc. | 9 | 3 |
| ( 4 | (10) | ( 6) | problem of geographic limitation for married women | 7 | 3 |
| ( 3 | ( 9) | ( 8) | derogatory remarks and attitudes toward females | 7 | 3 |
| ( 2 | ( 6) | ( 7) | graduate fellowship policies | 12 | 3 |
| ( 0) | ( 0) | ( 0) | other | 30 | 0 |
| 135 | 126 | 63 | | 161 | 51 |

30 respondent instructors out of 111 positions = 27.0 %

LECTURER
13 respondents
PROBLEM AREAS CONFRONTING FEMALE FACULTY - COLLEGE PARK CAMPUS

1. Please indicate the most critical problem areas for women faculty.

| Very Important | Important | Not so Important | | Did not answer |
|---|---|---|---|---|
| (2) | (3) | (2) | discriminatory fringe benefits | 6 |
| (8) | (1) | (1) | unequal pay for equal work when qualifications are equivalent | 3 |
| (5) | (4) | (2) | day care centers | 2 |
| (6) | (4) | (0) | practices in recruiting and hiring | 3 |
| (8) | (2) | (0) | practices in promotion | 3 |
| (6) | (2) | (1) | practices in granting tenure | 5 |
| (7) | (1) | (1) | unequal opportunities for advancement | 4 |
| (2) | (3) | (3) | monitoring officer outside of department to check university compliance with federal laws | 5 |
| (3) | (2) | (2) | grievance procedures established at divisional level | 6 |
| (7) | (1) | (0) | non written policies that are discriminatory | 5 |
| (3) | (4) | (2) | graduate admissions for females | 4 |
| (5) | (5) | (1) | right to tenure for part time faculty | 2 |
| (6) | (2) | (3) | cronyism, buddy system | 2 |
| (7) | (1) | (2) | opportunities for formulation of departmental policy, committee service, etc. | 3 |
| (6) | (2) | (3) | problem of geographic limitation for married women | 2 |
| (6) | (2) | (1) | derogatory remarks and attitudes toward females | 4 |
| (5) | (2) | (1) | graduate fellowship policies | 5 |
| (0) | (0) | (0) | other | 13 |
| 92 | 40 | 25 | | 77 |

13 respondent lecturers out of 20 positions = 65.0 %